

## HOLLY HILL MIDDLE

1140 Peake Street  
Holly Hill, South Carolina 29059

**GRADES** 6-8 Middle School

**ENROLLMENT** 670 Students

**PRINCIPAL** JoAnn B. Lawton 803-496-5525

**SUPERINTENDENT** Dr. David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	34	11

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Good	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Average	No

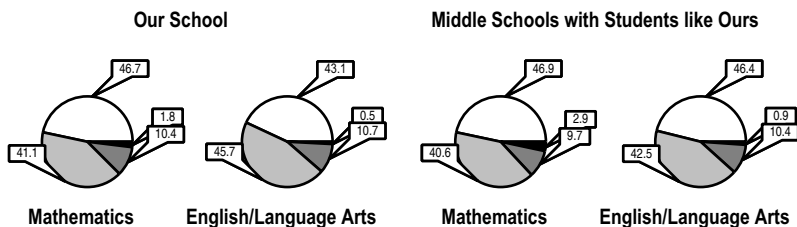
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	608	99.0	42.4	46.2	10.9	0.5	19.0	Yes	Yes
Gender									
Male	289	97.9	52.5	40.4	6.7	0.4	12.8		
Female	319	100.0	33.4	51.4	14.5	0.6	24.6		
Racial/Ethnic Group									
White	54	100.0	20.8	58.5	20.8	0.0	34.0	Yes	Yes
African-American	549	98.9	44.4	45.3	9.8	0.6	17.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	521	100.0	37.0	50.5	11.9	0.6	21.2		
Disabled	87	93.1	77.5	18.8	3.8	0.0	5.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	608	99.0	42.4	46.2	10.9	0.5	19.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	605	99.0	42.3	46.3	10.9	0.5	19.1		
Socio-Economic Status									
Subsidized meals	500	99.0	44.1	45.5	10.0	0.4	17.7	Yes	Yes
Full-pay meals	108	99.1	34.6	49.5	15.0	0.9	25.2		

Mathematics - State Performance Objective = 15.5%									
All Students	608	99.7	46.4	41.3	10.4	1.8	20.9	Yes	Yes
Gender									
Male	289	99.3	50.3	41.3	6.6	1.7	17.1		
Female	319	100.0	42.9	41.3	13.9	1.9	24.3		
Racial/Ethnic Group									
White	54	100.0	43.4	37.7	13.2	5.7	24.5	Yes	Yes
African American	549	99.6	46.8	41.7	10.1	1.5	20.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	521	100.0	40.7	45.3	11.9	2.1	23.5		
Disabled	87	97.7	82.1	16.7	1.2	0.0	4.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	608	99.7	46.4	41.3	10.4	1.8	20.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	605	99.7	46.5	41.2	10.5	1.8	20.8		
Socio-Economic Status									
Subsidized meals	500	99.8	48.6	40.1	9.7	1.6	20.0	Yes	Yes
Full-pay meals	108	99.1	36.4	46.7	14.0	2.8	25.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	97.6	57.8	35.0	6.3	0.9	7.2
	Grade 7	224	96.4	39.6	51.6	7.7	1.1	8.8
	Grade 8	269	98.5	49.8	41.5	7.9	0.9	8.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	221	99.1	54.4	33.2	11.5	0.9	12.4
	Grade 7	209	99.5	37.0	54.3	8.2	0.5	8.7
	Grade 8	185	98.3	34.1	54.5	11.4	N/A	11.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	98.0	47.1	42.2	8.0	2.7	10.7
	Grade 7	224	96.4	47.3	41.8	8.2	2.7	11.0
	Grade 8	269	99.3	48.1	46.8	4.3	0.9	5.2
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	221	100.0	37.4	46.6	13.7	2.3	16.0
	Grade 7	209	100.0	52.2	36.4	9.1	2.4	11.5
	Grade 8	185	98.9	50.8	40.7	7.9	0.6	8.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 670)				
Students enrolled in high school credit courses (grades 7 & 8)	10.1%	Up from 5.0%	9.0%	14.6%
Retention rate	1.7%	Up from 0.1%	4.5%	3.0%
Attendance rate	97.4%	Up from 93.2%	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%		8.1%	5.3%
Eligible for gifted and talented	10.6%	Up from 9.5%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.3%	Down from 16.9%	15.1%	13.9%
Older than usual for grade	2.4%	Down from 3.0%	7.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.2%	Up from 1.9%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	64.4%	Up from 55.8%	47.8%	48.7%
Continuing contract teachers	73.3%	Down from 83.7%	71.6%	81.7%
Highly qualified teachers**	93.5%	N/A	88.1%	90.4%
Teachers with emergency or provisional certificates	16.2%		11.3%	5.3%
Teachers returning from previous year	88.6%	Up from 86.5%	77.0%	85.1%
Teacher attendance rate	95.6%	Up from 92.1%	94.4%	94.8%
Average teacher salary	\$42,015	Up 3.1%	\$38,739	\$40,566
Prof. development days/teacher	5.0 days	Down from 8.4 days	11.5 days	11.0 days

School				
Principal's years at school	5.0	Up from 4.0	2.0	3.3
Student-teacher ratio in core subjects	12.9 to 1	Down from 15.5 to 1	18.6 to 1	21.3 to 1
Prime instructional time	91.3%	Up from 83.7%	87.5%	89.3%
Dollars spent per pupil*	\$6,548	Up 1.0%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	58.6%	Down from 60.2%	60.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	46.4%	Down from 55.0%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The emphasis for the 2003-2004 school year was to expand the use of technology and improve PACT scores of all students. Holly Hill Middle achieved its technology goal by providing more opportunities for students to encompass technology within each core subject. Students created PowerPoint presentations, completed writing and reading assignments via the computer and took math and reading tests on the computer. Forty-eight eighth graders took Keyboarding and Documented Processing for high school credit. The use of various technological equipment is becoming a trend in all classrooms at Holly Hill Middle School.

The school furthered its efforts to increase state standardized test scores for its students by continuing its Comprehensive Remediation program. The school's Homework Center further helped the students with their academic work. The faculty and staff were involved in several staff development and training sessions on the use of different test-taking strategies and materials. The teachers and the students worked very hard this school year to improve test scores.

Holly Hill Middle School continues its tradition of getting involved in the community. A school-wide initiative was taken to raise funds for "Pennies for Patients" for the Leukemia Society. Our chorus and band performed at local schools, churches, and community events. Community members and parents continued to show their support of the school by volunteering and participating in several programs held at the school.

Our school-wide emphasis for the 2004-2005 school year will be on the continued improvement of PACT scores and the showcase of student work through electronic portfolios. The faculty and staff will be involved in staff development to incorporate character traits in all classrooms and the improvement of school culture for students and staff.

Loretta Gadson, SIC Chairperson  
JoAnn B. Lawton, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	165	39
Percent satisfied with learning environment	77.3%	50.9%	66.7%
Percent satisfied with social and physical environment	84.1%	58.0%	48.6%
Percent satisfied with home-school relations	75.6%	75.2%	74.4%

\*Only students at the highest middle school grade level at this school and their parents were included.